

In attendance/Westside June 10: Dr. Barry Glick; John Deremiah, Island; Jim Singleton and Shannon Burns, Jefferson ; Elizabeth Jobson, Clark; Angie Brusse, Skamania; Craig Bracey, Cowlitz; Mary Reed, Pierce; Ross Austin, Lewis; Mike Canfield, Kitsap; Nels Nelson; Chris Hayes, Snohomish/ART Quality Assurance.

In attendance/Eastside June 11: Ellen Schwannecke, Kittitas; Thea Carter, Spokane; Liz Guy, Benton/Franklin; Rick Bomar, Grant; Windy Tevlin, Whitman; Stacy Cadden and Robyn Berndt, Yakima; Grant Dotts, Stevens/Ferry/Pend Oreille; Kelly VanBuren, Asotin/Garfield; Alex Taylor, Adams; Chris Hayes, Snohomish/ART Quality Assurance; Doug Kopp, JRA Olympia

1. **Program Status :** Most counties have begun or finished their second round of ART. Most trainers reported that their second group was quite different from their first group. The need for random selection prevents grouping trainees in a complimentary fashion; this is a problem in smaller counties; larger counties, that have several groups running simultaneously, can more effectively group participants. Small counties will continue to have to struggle with this until the WSIPP has enough numbers to conduct their evaluation. Also, a couple of counties with small populations are having trouble getting enough qualified medium and high risk youth to start another group.
2. **Video Tape:** Thanks to everyone who brought video tape. Thanks, even more, to those who took the risk of having their video reviewed. We know it causes anxiety. As you review your own tapes, it is most helpful if discreet behaviors are looked for in various viewings. Specifically, tapes should be viewed three times to systematically look for: 1) Group process and curriculum implementation; 2) Content of the conversation and 3) Time facilitator talks, participants talk, and silence. This third area is to assess how well the group process is going: if, for instance, the facilitator is monopolizing or if the youth are controlling the group. The intent of view one's own video is to become self-reflective and self-critical about one's own work in order to alter practice and improve. Leads should view video of other ART trainers in their court; they should also periodically review their own video.
3. **Moral Reasoning:** When a youth answer that he/she "can't decide," it's best to *not* ask the ask the youth "why" they can't decide. 'Why questions' are too open-ended. Instead, the facilitator might respond like this:

"Can't decide' probably mean you think there's reasons why someone should or should not tell. Let's first talk about why you should tell..."

This does two things. It highlights the morally mature answer first, and it's not as confusing (for the youth) as an open-ended 'why' question.

--When a "*Can't Decide*" changes perspective facilitators need to assess whether 1) the youth is simply rattling off a new answer to get the group over with or to 2) the youth is agreeing with another youth in a cursory, non-thoughtful way. (We know you already do you do this analysis). THUS, when the youth changes perspective, ask them what they heard (from another youth) that made them change their mind—*ask them to connect their new position to another youth's higher moral perspective*. The point is to assess whether the youth is really being thoughtful about the process.